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ABSTRACT

Responding to the need for a definition of the role and status of human resources development (HRD) practitioners in Australia, this paper explores the nature of HRD and the educational requirements of HRD trainers. After discussing problems associated with the terms "training" and "development," the paper presents three models for defining HRD: (1) the Human Resource Management model of Len Nadler, which identifies human resource activities in the areas of development, utilization, and environment; (2) J. E. Jones' model which incorporates training, organization, development, education, system change, and human systems programs; and (3) a tri-partite model of HRD, organization development, and resource management in which HRD's field of endeavor is much broader than mere training. The next section reviews the literature related to HRD roles and suggests that the HRD practitioner should be a specialist in human relations skills, should be skilled in adult education, and should be able to act as a consultant to supervisors and managers. The development of HRD practitioners is described next, with focus on the professional status of the field in Australia. Finally, the qualifications of HRD practitioners are discussed, and outlines are provided of the Associate Diploma in Training and Development offered by the South Australian College of Advanced Education and of a proposed bachelor's degree program in human resources management. (LAL)

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THE DEVELOPMENT AND QUALIFICATIONS OF TRAINERS – THE AUSTRALIAN EXPERIENCE

by

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1 Introduction

This paper will consider the topic, "The development and qualification of trainers".

As a background, detailed comments are presented relating to the nature of Human Resource Development (HRD) and the role of the Human Resource Developer. Next, the development of HRD practitioners is discussed and courses relating to the qualifications of HRD practitioners are presented.

2 The Nature of Human Resource Development

There have been many problems associated with the use of the terms "Training" and "Development" in Australia. Gurr stated that "the training and development field in Australia lacks conceptual role and status definition which are prerequisites to the attainment of full professional standing for human resource development practitioners".[1] In 1982 Professor Len Nadler, whilst speaking at a conference in Adelaide, also suggested that the use of the term "training" was related to lower level activities in organizations, from a business and economic point of view.[2] He further claimed that the term had perjorative overtones and was used mainly to describe training at supervisor level and below whilst other terms were used to describe training activities for occupiers of higher status positions within organisations, e.g. management education, executive development.

This search for a clear identity for human resource development practitions in terms of role definition, concept clarification and professional practice guidelines has resulted in Nadler, Jones and others presenting various models to delineate this field of human endeavour and to precisely define its constituent parts.

As some commentators have claimed, almost an important preliminary consideration for any human resource practitioner is to have a clear understanding of the field of HRD and a frame of reference against which to evaluate where you are going and what you are doing.[3] How human resource practitioners define HRD

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1 Gurr, John. A Study of Training and Development Practitioner Roles in Australia. Unpublished paper, Adelaide College of the Arts and Education, p 2, 1981.

2 Nadler, Len. "Using Corporate Human Resource Development as a Management Tool". Seminar, Adelaide, 30 June 1982.

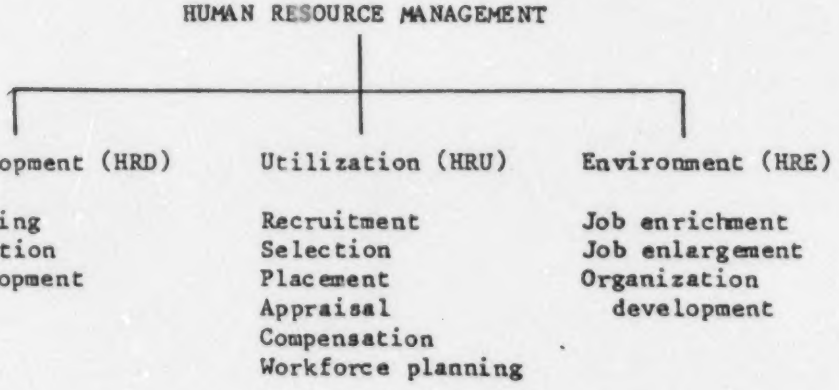
3 For example: Lippit, Gordon L. "Developing HRD and OD: The Profession and the Professional". Training and Development Journal. January 1982, pp 20-21.

Nadler, Len. "HRD - Helping Managers Solve Problems", Training and Development Journal. January 1981, p 46.

will determine to a large extent: what they do; how they do it; what problems they identify; what actions they recommend, how they evaluate what they have done; and how they determine what success they will have achieved. Since theory of HRD is fundamental to this discussion, in this section of the paper, several models are presented for your consideration (a model is simply a short-hand way of representing something which is real or imagined.)

2.1 Nadler's Approach

Nadler claimed that there is still no agreement on the terms used in grappling with the whole concept of human resources and their utilization in organisations.[4] However, he presented a way of identifying various human resource activities in three major areas and classified them under the generic term "Human Resource Management" as the following figure indicates



Nadler defined Human Resource Development (HRD) as being those learning experiences which are organized, conducted within a specified time and designed to produce behavioural change.[6]

Human Resource Utilization (HRU) embraces the traditional functions of the Personnel Department which are still needed for the effective functioning of organizations. Human Resource Environment (HRE) is the newest of the three areas of specialization. Before 1970, it would have been difficult to identify any significant numbers of people involved in areas related to this specialization. Some organizations used external consultants in these activities but seldom had a unit established to carry out HRE activities solely. Increased concern over quality of organizational life has emphasized the importance of organizations to have a group of people who are concerned about HRE.

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4 Nadler, Len. Corporate Human Resource Development. Van Nostrand Reinhold Co. 1980, p 2.

5 Nadler, Len. ibid. pp 2-3.

6 Nadler, Len. ibid. pp 4-6.

The area under consideration in this paper is HRD which is concerned with focussing on learning experiences provided by organizations to achieve the goals of the organization. As stated earlier HRD consists of three different kinds of learning experiences - broader than training alone, yet including training - training, education and development. An understanding of these activities and specific definitions will help human resource practitioners use these concepts accurately. In the literature, one is confronted with a plethora of terms which are used synonymously with HRD but with little precision e.g. on-the-job training, renewal, staff development continuing education, professional growth, professional development and in-service education. Consequently the focus, the purpose and the context of these activities are quite often confused.

Nadler views training as focussing on a person's present job and believes that the learning experiences provided by training should improve actual job performance. It is also expected that learners will use the training immediately on the job. Thus training is of low level risk as the organization may gain a direct return or benefit because trainees can use the learning experience directly in their work.

Nadler views education as an activity to prepare employees to perform a specific job or group of jobs in the organization in the future. It is still job-related but in order to differentiate it from training, the emphasis of education is on the individual preparing for a different job. The time utilization is near future as the common practice is to prepare people for a new job over a fairly short period of time. The risk to the organization is medium level as despite all good planning, it is possible that education may not necessarily produce a return to the employing organization.

Development, according to Nadler, is focussed on helping an organization grow and change by providing learning experiences for employees. Thus development is futuristic in orientation and hence a higher risk level activity.

It is probably a matter of value judgements about how many resources should be put into training, education or development. Perhaps they are overlapping processes.

2.2 Jones' Approach

In a recent article Jones stated that to many, human resource development was synonymous with training.[7] However he believed that:

> "there is a need for clarity in professional terminology because we have to communicate with our clients and

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7 Jones, J E. "Human Resource Development: What it is and how to become involved" in J E Jones and J W Pfeiffer The 1981 Annual Sandbook for Group Facilitators. University Associates 1981, pp 188-191.

> potential clients in order to establish proper expectations for our work if we are to develop appropriate contracts. The lack of clarity about what constitutes HRD has resulted in what we believe to be an underemployment of group facilitaors within organizational systems. It is our view that trainers, consultants, and group facilitators need to be aware of and relate effectively to the various activities that we believe constitute HRD in order to develop a more well-rounded perspective on the part that training and development play in the array of programs that focus on the organization".[8]

Jones claimed that: HRD focuses on people and on increasing the talents and abilities of people in a system; HRD is systematic and individually designed to focus on the pool of people who constitute the human organizations; the term resource implies that individuals or groups of people within the organization are considered to be resources rather than problems; the term development is ambiguous in the literature and implies an emphasis on the discovery and nurturing of human resources; all HRD activities focus toward learning, behaviour change, increased effectiveness and harnessing untapped human abilities for goal attainment; and HRD activities when they are co-ordinated with each other offer the promise of making the relationship between the individual and the organization more effective by focussing on the development of people and of peoples' systems.

Jones defined HRD as "an approach to the systematic expansion of peoples' work-relation abilities, focussed on the attainment of both organizational and personal goals".[9]

Jones also believed that HRD incorporates five major areas of activity that can be utilized to improve human systems and to develop people within those systems: training; organization; development; education; system change and human-systems programs.

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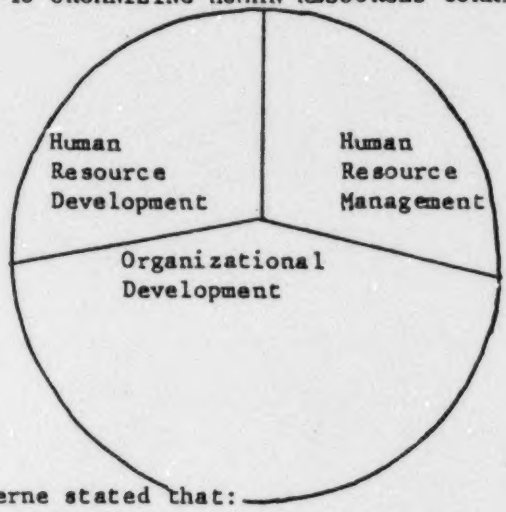
8 Jones, J E. ibid. p 188.

9 Jones, J E. ibid. p 188.

2.3 1979 Conference on the Academic Preparation of Practitioners in Human Resouce Development (American Society for Training and Development)

AN APPROACH TO ORGANIZING HUMAN RESOURCES CURRICULA



Olson and Berne stated that:

> "Although there was recognition that a case might be made for treating any one of these or other disciplines as an umbrella for others, and certainly there are interrelationships, there was some agreement that there is a need for would-be or practicing professionals in these three areas to have access to a full curriculum focussed on the core tasks of each."[10]

This tripartite model is similar to Nadler's approach except that different terms are used to describe its component parts.

From the above, a number of implications emerge for human resource practitioners.

It is clear that: HRD is a much broader field of endeavour than training; in future human resource practitioners will need a much wider range of competencies in various areas identified by a number of writers; organisations will demand a wider range of skills from trainers in future as organisations have to change to meet the needs of their external environment; human resource practitioners in the future will need to be skilled to work across a wide range of activities including training and development, personnel management and organizational change; and that current career prospects of trainers will be enhanced as they embrace and welcome these widened definitions of their role.

In the next section specific comments are made in relation to the role of human resource practitioners or human resource developers using a term which is forward-looking and representing emerging concepts in the profession.

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10 Olsen E and Berne E J. "Academic Preparation of HRD Practitioners", in Training and Development Journal, May 1980, p 80.

2 The Role of the Human Resource Developer

In a recent paper, Malcolm Knowles stated:

> "I perceive a major change taking place in the definition of the role of training - the purpose and mission of training, and therefore the role of the trainer. For one thing, I see us on the verge of getting rid of the label 'training' and 'trainer'. I think we're coming to realise that nobody likes to be trained unless you're a dog and even then the wagging of the tail may be subterfuge!
>
> "Maybe dogs don't like to be trained either! But I think that people don't like to be trained. We're increasingly coming to use the words "Human Resource Development" as the overarching label for what we're doing."[11]

Obviously, a basic change is occurring in the nature of HRD and this will have an impact on the role of the human resource developer.

Various approaches in the literature have been used to classify the role of the human resource developer and these will be discussed in detail under the section of this paper relating to qualifications of a trainer. From the literature it is clear that the term HRD relates to a wide range of activities, approaches and roles, practitioners come from a variety of backgrounds, and human resource developers may occupy a changing role as organizations respond to environmental changes.[12]

Nadler classifies the roles and activities of the human resource developer into three parts - learning specialist, administrator and consultant.[13] Shreier presents an extensive trainer role model consisting of eight roles - administrator, consultant, evaluator, participant, facilitator, president, observer, and presence.[14] Research in recent years has created a "taxonomy"

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11 Knowles, M. Developing the Training Professional. Training and Development in Australia. Vol 10, No 1, 1983, p 4.

12 See for example Gurr, J. "A Study of Trainer and Development Practioner Roles in Australia". Training and Development in Australia, September 1981, pp 8-10.

13 Nadler, L. "A Model for Professional Development". Training and Development in Australia, Vol 9, No 1, March 1982, p 9.

14 Schreier, J. "A Trainer Role Model: Concepts and Application" in Studies in Training and Development Research Paper No 1, ASTD 1978, pp 1-17.

of behaviour and styles and models which tend to be descriptive, static, catalogues of what HRD practitioners do rather than what roles and activities are relevant in varying organizational circumstances. Nadler's model does attempt to look at the various factors relating to HRD within organisations and thus is more useful in that respect.

Despite the differences which occur between the different models, there is enough commonality between HRD practitioners' roles and activities to allow the identification of some core elements and practitioner attributes that should ideally accompany them. In this paper, three aspects are highlighted for your consideration.

First, HRD practitioners must be specialists in human relation skills and attitudes because human resource development focuses on people.

Thus, certain kinds of people should be precluded immediately from this role. HRD practitioners should: have a warm friendly outgoing disposition without being overbearing; model an empathetic attitude to other people whose values, aspirations and viewpoints may be different; be able to act as a mediator/counsellor between individuals and groups; act as a helper in a problem solving role; be skilled at the art of compromise, negotiation, consensus-seeking, conducting meetings and interpreting policy; have a solid value system and know where they are going; be adaptive, flexible and aware of their own strengths and weaknesses in dealing with people; have excellent skills in active listening, interpreting, interpersonal and group communication skills; be able above all to create a climate of trust, openness and mutual acceptance in which people want to take responsibility for their own development; have a firm understanding of human and organizational behaviour; and know how motivation and psychology of work relate to job performance.

Secondly, HRD practitioners must be skilled in the area of adult education and adult learning principles.

Learning is the key to many activities - human resource development, management, and supervision. A HRD practioner must be skilled in and appreciate: the field of adult learning; using andragogical concepts in determining learning needs; designing learning experiences; implementing learning experiences; and evaluating learning experiences.

Thirdly, HRD practitioners must be able to act a consultants to line supervisors and managers. Obviously the most single accessible and direct resource for human growth and development in any organization are the line supervisors and managers. This has implications for the role of HRD practitioners. One of the major focuses will be to provide managers with educational programs in adult learning principles and skills in performing the role of facilitator of adult learning.[15]

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15 Knowles, M. op cit. p 4.

De Courcy Meade[16] echoes this approach when he claimed that HRD has entered a new "organic phase where it will be asked to meet and deal with the affects on people of the accelerating pace of continuous change spearheaded by technology and technocrats, but having deep, social, political and economic ramifications".

In terms of people, the very nature and meaning of work has changed. As De Courcy Meade stated:

> "yet the population is still being asked to work in industrial, commercial, public sector and public service organizations still hierarchically organized and with still largely 'Theory X' assumptions about human behaviour dominating the behaviour of many managements. The reservoir of untapped abilities and motivations is already spilling over into unproductive, often counterproductive activities leading to increasingly inflationary pay demands, worsening industrial and human relationships, aggressive behaviour at all levels, stress, illness, and possibility of social breakdown."[17]

In this turbulent environment of change, HRD has a very important role in achieving and maintaining equilibrium and avoiding the danger of disintegration and collapse through providing continuous learning.

As De Courcy Meade claimed:

> "In these conditions, all previous perceptions of training, training methods and the role of trainers have to be radically changed.....Above all, the Training Function has to become a central rather than a peripheral activity of management. It becomes, in due course, an indispensable rather than an expendable function. It can no longer possibly be carried out, outside the main management activity by relatively low level people called Instructors or even Training Officers. That is not to say that no role will exist for Instructors or Training Officers in a new organic approach to Training. But they will be supporting the mainstream effort not trying to substitute for it."[18]

Obviously the training of HRD practitioners to work as consultants with managers to focus upon organisations, organisational analysis and development, adult learning concepts, training needs, and learning design, will be of prime importance.

In the next section of this paper the development of human resource practitioners is considered.

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16 De Courcy Meade. "The Changing Scene of Industrial Training", Training and Development in Australia, Vol 9, No 1, March 1982, p 4.

17 De Courcy Meade. ibid. p 4.

18 De Courcy Meade. ibid. p 5.

4 The Development of Human Resource Developers

The previous two sections of this paper may seem to have been a very long introduction to the topic under consideration. Yet, in perspective, before we consider the development of human resource practitioners, we must have clear focus of what we are aiming at in development and why it is important. As someone said, "Aim at nothing and you will hit it every time". At least, the haze around the target area has now been removed and we can begin to focus on "developing" the human resource practitioner.

One writer very succinctly stated this another way when he observed that "there is nothing as practical as good theory". Practice without theory is like trying to get to a destination without a road map. Whereas theory is the road map we can use to get to our destination.

The concise Oxford Dictionary defines development as "to unfold; to reveal, bring or come from a latent to an active or visible state to make or become fuller, more elaborate or systematic, or bigger; come or bring to maturity".

Of these definitions, the notion of bringing to maturity appeals to the writer. What a tremendous amount would have been achieved if human resource practitioners would reach maturity in a human and professional sense. This comment raises a number of evaluative questions.

What is my present level of professional maturity as a practitioner?

What goals do I have for my development as an HRD practitioner?

What creative ideas have I enumerated to consider as alternative ways of achieving these goals?

An HRD practitioner should be a life-long learner because learning is at the heart of Human Resource Development. If an HRD practitioner has stopped learning then that will cause arrested development, ineffective functioning and frustrated performance.

A basic question that should be asked at this juncture is how advanced are human resource practitioners in Australia as a profession? In a recent paper, Spitzer examined trends in this area in the United States and made a number of observations such as: training in the USA is becoming very professional; professional organizations in this area are rapidly growing; publications in this area are rapidly increasing in number; conferences and conventions are strongly supported; academic programmes are multiplying and masters and doctoral programmes are being aimed increasingly at human resource practitioners; few trainers can find jobs with less than a masters degree; the market is getting so competitive that employers can demand doctorates with many years of training experience; and that the emphasis in training is on adult learning methodologies.[19]

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19 Spitzer, D R. "Trends in Training and Development in the United States". Training and Development in Australia, Vol 7, No 2, 1980, p 19.

In contrast, in Australia, Human Resource Development is just beginning to come into its own as a field of professional activity. A number of exciting developments have occurred including: the establishment of a number of tertiary level courses for human resource practitioners; the development and activity of the Australian Institute of Training and Development (AITD); the internationalization of the HRD scene in Australia through visiting overseas HRD gurus and consultants sponsored by a variety of bodies including private consulting firms: AITD, Australian Institute of Management, government agencies, tertiary colleges and other training colleges; the bi-annual National Conference of the AITD to be held in Sydney in 1984 in conjunction with the 13th International Federation of Training and Development Organizations Conference and the 11th Asian Regional Training and Development Organizations Conference; the extensive marketing of overseas HRD materials in Australia; the development and marketing of Australian HRD materials including films; the influence of the National Training Council in many areas; and the development of several journals in this area such as Training and Development in Australia and Tap Your Potential. These developments have all made significant contributions to the HRD field. However, to what extent has this field become a profession in Australia? It is clear from analyzing the development of other occupations involved in providing human services, such as school teaching and nursing, that all have chosen to upgrade entry qualifications and to emphasize academic qualifications and a body of theoretical knowledge to improve their professional status. If, as Walker[20] claims, that the first criterion for a profession is to have a recognized body of complex knowledge then how have human resource practitioners in Australia fared?

Walker answered this question as follows:

> "In the experience of some of us with masters or doctors degrees in Psychology or Education and a substantial period of apprenticeship, quite well, we believe. For the great majority of us, however, the answer must in all conscience be, 'not well'. Indeed, many of us must accept with good grace the damning description of 'gifted amateurs'".[21]

If this is true, then obviously one of the first development activities that human resource practitioners should undertake would be to a tertiary course in human resource development at either undergraduate or postgraduate level.

Or alternatively, if this is not possible because of personal circumstances, at least to undertake short a intensive course to provide some introduction to HRD. In addition. a number of other activities should be undertaken to insure continued development including: reading journals and books; viewing films and videos; evaluating and using the computer as an interactive instructional tool; attendance at short courses; job exchanges; observation; study leave; overseas and interstate visits; employing consultants; identifying human resources within the total organization; learning contracts; and increasing the awareness of organizations as learning systems.

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20 Walker, W G. "St Augustine was Right". Training and Development in Australia, Vol 8, No 3, September 1981, p 4.

21 Walker, W G. ibid. p 4.

If one has a narrow conception of development then not much will occur. When organizations are viewed as learning resources then a whole new approach will emerge. When resources are identified within the organization for learning, you will discover that many people with outstanding abilities and skills are being used in the job but not for learning in the organization. Probably one of the new main functions of HRD professionals as Knowles claimed, "will be to serve as educational brokers...linkers, people who will collect information about who knows what, who's able to do what, and then establishing mechanisms, procedures, for linking people who want to know something with people who know it".[22]

In the next section further comments are made about the qualifications of HRD practitioners.

5 The Qualifications of Human Resource Developers

Many similar approaches have been used to classify the competencies of HRD practitioners. Kenny[23], White[24], Gurr[25], and others have classified the role of Human Resource Developers into a number of competency areas and these are summarized in Table 1. Kenny identified eleven competency areas and related individual competencies in each area to four different kinds of human resource practitioners - instructor, designer, manager and consultant. White listed 105 competencies, in eight competency areas. ASTD[26] has identified nine categories of professional activity for human resource practitioners. Gurr identified 19 competency areas and a large number of competencies following personal consultation with overseas experts including Professor Malcolm Knowles at Nova University, Professor Len Nadler at George Washington University and John Kenny at the Department of Education in Ontario, Canada. These areas and competencies formed the basis of a needs analysis questionnaire which was validated by an advisory committee of highly regarded HRD practitioners in South Australia. The results from the one hundred and seventy-two

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22 Knowles, M. op cit, p 4.

23 Kenny, J B. The Core Competencies of a Trainer. Training and Development in Australia, March 1979, Vol 6, No 1, p 11.

24 White, Tod. Increasing your Effectiveness as a Training and Development Professional. Training and Development Journal, May, 1979, pp 3-12.

25 Gurr, J. "A Study of Training and Development Practitioner Roles. Training and Development in Australia, Sept. 1981, pp 8-10.

26 Olson and Berne, op cit. p 80.

TABLE 1: COMPETENCY AREAS OF HRD PRACTITIONER'S ROLE

Kenny[23]	White[24]	Gurr[25]	ASTD[26]
1. Administration	1. Analyzing Needs and Evaluating Results	1. Competency Analysis	1. Analyzing Needs and Evaluating Results
2. Communication	2. Designing and Developing Training Programs and Materials	2. Teaching Methods	2. Designing and Developing Training Programs and Materials
3. Course Design	3. Delivery Training and Development Programs/ Services	3. Instructional Technology	3. Delivery Training and Development Programs/ Services
4. Evaluation	4. Advising and Counselling	4. Training Needs Analysis	4. Advising and Counselling
5. Group Dynamics Process	5. Managing Training Activities	5. Course Design	5. Managing Training Activities
6. Learning Theory	6. Maintaining Organisation Relationship	6. Evaluating Training	6. Maintaining Organisation Relationship
7. Manpower Planning	7. Doing Research to Advance the Training Field	7. Communication	7. Doing Research
8. Person/Organisation Interface	8. Developing Professional Skills and Expertise	8. Group Dynamics	8. Developing Professional Skills and Expertise
9. Teaching Practice	9. Developing Basic Skills and Knowledge	9. Counselling and Interviewing 10. Special Learning Contract 11. HRD Project 12. Learning Theory 13. Organisational Behaviour 14. Psychology of Work 15. Sociology of Working Environment 16. HRD Concepts 17. Recurrent Education-The Teacher 18. Recurrent Education-The Student 19. Recurrent Education-The Institution	9. Developing Basic Skills and Knowledge

respondents in the survey were used to develop the Associate Diploma in Training and Development Course at the Underdale Campus of the South Australian College of Advanced Education in 1980[27] (formerly Adelaide College of the Arts and Education). Gurr's research has shown that the roles, activities and competencies of human resource practitioners in Australia follow almost identical development paths with those of similar practitioners in North America. The main value of the research has been to provide a specific tertiary award for HRD practitioners - the Associate Diploma in Training and Development. After three years, over three hundred and fifty students from all States of Australia and several Asian countries, have enrolled in the course. The first person to graduate from the course was presented with his award in April 1983 and a number of other students will graduate in early 1984. Obviously, this professional qualification, offered on the basis of a part-time internal or external study, mature age entry, self-paced learning and competency-based educational approach, has received strong support from HRD practitioners.

One of the great strengths of the course is the fact that both status and exemption are given for previous study and life experience. Generally, status is only awarded for previous work done in a similar unit at an Associate Diploma level or above. Partial or full exemption may be given in any unit for relevant experience gained at training courses, workshops or other professional development activities. Our students are drawn from a wide range of organizations including the armed forces, public service organizations, private enterprise organizations, consulting firms, service organizations, police and correctional service organizations and health organizations.

There are a number of other institutions offering some units in HRD in other kinds of awards, but only several offer specific courses for human resource practitioners.

As Smith stated, after surveying HRD tertiary courses in Australia:

> "It would seem then that the training profession in Australia is not well served by appropriate tertiary courses compared to, for example, the USA".[28]

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27 For full details of how this award was developed please see Hobart, R B. Development of an Associate Diploma in Training and Development, in Training and Development in Australia, Vol 7, No 1,s March 1980, pp 19-22.

28 Smith, B. "What's happening about tertiary level Training and Development Courses in Australia". Training and Development in Australia, Vol 6, No 1, March 1979, p 19.

SACAE is undoubtedly the undisputed leader in this field. A recent comment by David Scott, President of AITD, confirmed this assertion when he reported in a recent editorial his involvement as a member of the Review Committee for Riverina College's proposed Graduate Diploma in Business Studies (Industrial Relations/Training). He stated:

> "Our judgement was that the Graduate Diploma would be useful for a graduate in a discipline other than training who wanted to get an introduction to the tasks etc. It is not intended for the person already involved in training. In my opinion, the Associate Diploma in Training and Development offered by the South Australian College of Advanced Education is still the best value for them."[29]

At this juncture, an outline of the Associate Diploma in Training and Development is presented.

The Associate Diploma in Training and Development aims to offer, through individually negotiated programmes, a course sufficiently varied to promote the career development of people who work, or aspire to work, in the training and development field in industrial, commercial or service organizations.

On successful completion of the course, students will have significantly extended their capacities to:

Identify and analyse the professional role of the training and development practitioner and define major characteristics; analyse the institutional and social contexts in which that role operates.

Choose and describe a career path within the training and development sphere and analyse prior learning and experiences as they related to the professional competencies required to perform effectively within that career path; identify needs of personal professional development, and select or construct with appropriate advice, a programme of learning and activities that will develop and strengthen professional competencies.

Analyse the training and development needs of people within various levels of employment; design, implement and manage a set of learning experiences that meet these needs; select, use effectively and evaluate a range of instructional methods and media appropriate to the learning situation, the learner and the intended outcomes.

Apply the skills, insights and conceptual framework developed during the course to a major training and development project by identifying a problem, devising various strategies for solving the problem, implementing the strategies and testing their effectiveness, and reporting in a comprehensive and coherent way on the objectives, process and outcomes of the project.

Devise, implement and support effective combinations within the training and development context; negotiate with, advise, and report to management; publicise and promote the training and development program.

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29 Scott, D J. "President's Pen". Training and Development in Australia, Vol 10, No 1, March 1983, p 2.

Contribute to the development of a positive and supportive organizational climate within the institution, demonstrate interpersonal skills, and demonstrate leadership in extending the training and development programme within the organization.

Demonstrate and apply, as a consequence of elected studies, an appropriate level of theoretical understanding of, and professional competencies in, the particular sphere of the training and development profession chosen by the student.

The 72-point course has four parts:

Part A - Competency Analysis for Human Resource Developers - 4 points

Part B - a core section of 16 points - Teaching Methods; Instructional Technology; Training Needs Analysis; and Course Design

Part C - an HRD project of 16 points

Part D - electives to a total of 36 points from the following: Evaluating Training Programmes; Communications; Group Dynamics; Counselling and Interviewing; Learning Contract; Organizational Behaviour; Psychology of Work; Sociology of the Working Environment; and Concepts for Human Resource Developers.

Students who wish to undertake electives related to training and development from other subject areas within the College or other tertiary institutions are given permission to do this on a limited basis. The total expected workload for one unit, to the value of four points taken over one term of ten weeks, is sixteen hours per week. The pattern of study for any student is individually planned and approved as part of the assignment work in the first study unit: Competency Analysis for Human Resource Developers.

In the past generally students have undertaken core units first, then electives leaving the HRD Project until later in the course. The course may be completed in two years of full-time study or from three to six years of part-time study in both an internal or external mode. There are no residential requirements for the course which, after three years of operation, is being evaluated. The results of this evaluation, based on an extensive survey of all past and present students, will be used to restructure the award as necessary.

A further innovation in the area of qualifications for human resource practitioners is the planned introduction of a Bachelor's Degree in Human Resource Management in second term 1984 by the South Australian College of Advanced Education. The degree aims to provide students with competencies that will enable them to operate effectively in a variety of settings where organizational management and the development of individuals are important. The degree was developed to meet a number of identified needs including: the desire of many students enrolled in the Associate Diploma in Training and

Development to continue their studies at degree level; further professionalization for practitioners in this field; increasing concern for a specific course for human resource practitioners; increased employment and career prospects for human resource practitioners; and broadening of current approaches to training and development in Australia.

A questionnaire was designed and sent out to respondents from the following groups: all heads of government departments in territorial, state and federal administrations; five hundred chief executive officers of private sector companies in South Australia, Victoria and New South Wales; all members of AITD in South Australia and three hundred members of the AITD in Victoria; and all members of the Institute for Personnel Management in South Australia. Survey results indicated an outstanding level of acceptance by the respondents of the proposed award and its related aims and content areas. It is proposed that there be some articulation between the proposed degree course and the existing Associate Diploma in Training and Development, incorporating the units which deal with specific training and development skills. At this stage it is impossible to give a full report on the proposed course as it is still being planned.

Conclusion

In this paper an analysis of the concept of HRD was presented and the role of the human resource practitioner was considered. Specific suggestions for the development of human resource practitioners were presented. The development of the Associate Diploma in Training and Development at the South Australian College of Advanced Education was described. A proposed degree course, the Bachelor in Human Resource Management, to be introduced in 1984 by the South Australian College, was outlined.

The future development and professional status of human resource practitioners in Australia cannot be but improved by the offering of such courses. The opportunities are great, the personal cost in terms of time investment is enormous but the results will be significant as a dedicated group of educated human resource practioners enjoy the rewards of a rich and full professional life.

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